

The Influence of Application of Local-wisdom-based Modules toward Peace-loving Characters of Elementary School Students

Asrial¹, Syahrial², Dwi Agus Kurniawan³, Alirmansyah⁴, Muhammad Sholeh⁵,
Muhammad Dewa Zulkhi⁶

¹⁻⁶Faculty of Teacher Training and Education, Universitas Jambi, Indonesia

DOI: 10.23917/ijolae.v4i2.17068

Received: January 8th, 2022. Revised: April 12nd, 2022. Accepted: April 18th, 2022

Available Online: May 1st, 2022. Published Regularly: May 1st, 2022

Abstract

The purpose of this study was to compare the application of printed modules and electronic modules based on local wisdom of ngubat padi to see indicators of the Peaceful Love character. This type of research is quantitative research. This study used a sample of 44 students in class VA and class VB at SDN 76/I Sungai Buluh. Data analysis used descriptive and inferential statistics. The peace-loving character of students can be seen in the application of electronic modules and print modules. From the two teaching materials, the peace-loving character of students with the application of the E-Module is dominant in the very good category, while the peace-loving character of students with the application of the printed module is dominantly good.

Keywords: character of elementary school student, local wisdom, peaceful love character

Corresponding Author:

Asrial, Faculty of Teacher Training and Education, Universitas Jambi, Indonesia

Email: asrial@unja.ac.id

1. Introduction

Local wisdom is a savagery or *tardisi* done by the local community. Agree with, (Brata, 2016; Gularso, Sumardjoko, & Musyiam, 2018; Asrial et al, 2021). local wisdom is a tradition that exists in Indonesian society. A habit or *tardisi* has its own values either social, religious, economic or other values, therefore it needs communication to spread it. Incorporating local wisdom materials into learning in education to take the value of the value in the local wisdom, in line with (Fajarini, 2014; Marhayani, 2016; Selasih & Sudarsana, 2018), the value of local wisdom is implemented in learning because it has cultural-based learning resources and also character value values to establish a strong and characterful nation. In addition to taking

the value of the character also to add insight about the culture around and to always maintain and preserve the existing culture so as not to be lost. Agree with (Thamrin, 2014; Basyuni et al, 2016), maintaining and preserving local wisdom so as not to disappear and become extinct, previous research conducted in accordance with the focus was conducted by (Hilda, 2016; Pramita et al, 2022).

Efforts made to be awake and not lost or extinct one of them is the local wisdom ngubat Padi integrated in learning in school, local wisdom ngubat Padi suitable in relation to the learning character of learners. In line with that (Wibowo, Wasino, & Setyowati, 2012; Subali, Sopyan & Ellianawati 2015) mentions local wisdom that exists in Indonesian society plays a role in building

the character of a nation, such as gotong royong, religious, tolerance, and so forth. The character is not formed by itself, it must be instilled and formed in order to become a dignified nation to modernize the character of students by way of education (Kim, Harris, & Pham, 2018; Sanjaya, 2021), therefore from the importance of character planting in learners, one of them is the planting of peaceful love characters.

Planting a peaceful character in learners is important to create a safe, peaceful, harmonious and peaceful environment. Far from violence, riots, and quarrels, we know many school children who often, make a fuss and spoil the goods around. (Guetta, 2013; Parmar, 2014; Chaer, 2017) declared peace-loving means no violence, conflict or war. Therefore, the importance of planting a peace-loving character in elementary school as the planting of basic characters. Character education in school is a very important need so that the next generation can be equipped with basic skills needed in life, (Machin, 2014). According to Leira (2013), everyone likes peace, with the instillation of a sense of peace in oneself it will be easier to apply that trait. In tune with (Harris & Morrison, 2012; Kester, 2013; Suryono, 2021) education in providing peace is important.

Applying a peace-loving character to learning in school becomes a new challenge for an educator or teacher. The integration of the value of love character *dami* in learning should be done by developing learning instruments (Zulkhi et al, 2018; Damayanti, 2020; Roessingh, 2020). The development of learning instruments that will be carried out by teachers is important to pay attention to the ability of students as well as the state of the student's environment. Many teachers have not integrated local wisdom in learning on the grounds of not knowing local wisdom in their environment, making it difficult to

develop teaching materials based on local wisdom (Ufie, 2014; Satriawan & Rosmiati, 2017; Shufa, 2018; Hermita et al, 2022). The development of teaching materials based on local wisdom into contextual teaching materials to improve the understanding of the concept of local wisdom, this teaching material can be based on electronics and print (Eliza, 2017; Aulia & Wuryandani, 2019; Deane, 2020). Teaching materials are useful to facilitate teachers in the learning process. By facilitating teachers in teaching, the learning done by students becomes more qualified (Nugrahani, 2017; Widodo, Prahmana, & Purnami, 2017; Seso, Laksana & Dua, 2019). Examples of electronic-based teaching materials include Audio Cassette, radio broadcasts, slides, filmstrips, movies, learning videos, television broadcasts, interactive videos, tutorials, and multimedia (Jazuli, Azizah, & Meita, 2017; Suwatra & Suyatna & Rosidin 2018; Noviyanita, 2019), Electronic-based learning is very good if used in education, but still using printed teaching materials.

Printed teaching materials are learning using paper that is read directly (Dikshit, Garg, & Panda, 2013; Hafisah, Rohendi & Purnawan, 2016; Noon, & Ibrahim, 2017). Some of the printed *ajae* materials are student textbooks, newspapers, guidebooks, pamphlets, picture books and much more. (Mockler, 2013; Hamid, & Jahan, 2015; Dyrvold & Bergvall, 2018; Thambu, Prayitno, & Zakaria, 2021). The advantage of absorbing printed teaching materials is that there is no need for special and expensive tools, printed teaching materials are relatively cheap to purchase and deliver (Kurniawan & Miftah, 2015; Lioufas et al, 2016; Amelia, 2018). Besides the advantages of applying printed teaching materials, it also has drawbacks in terms of materials that have limitations, in addition to this teaching

material is easily damaged (Muqodus, et.al, 2015; Afriandi, Elmunsyah & Putranto, 2020; Tarfaoui et.al, 2020). Based on the digital track record, many teachers have applied teaching materials both electronic and printed with the state of infrastructure facilities in accordance with their respective educational environments. In the previous research conducted by Puspitasari (2019), about implementing the medium of learning physics print and electronic modules in high school.

The purpose of this research is to find out the level of peace-loving character in the classroom by using printed and electronic modules of Ngubat Padi Theme 8 Sub-theme 3 Learning 1.

2. Method

This research uses quantitative approach, quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to find information about what we want to know (Abdullah, 2015; Syukri, Rizal, & Hamdani, 2019; Prsetyo & Jannah, 2019). Quantitative research is research whose analysis focuses more on numerical data (numbers) that are processed using descriptive and inferential statistical methods. Descriptive statistics are statistics used to analyze data by describing or describing the collected data as it is, without intending to make conclusions or broad generalizations (Sugiono, 2019). This study used maximum, minimum and mean values. While inferential statistics are statistics used to analyze sample data and the results will be generalized or inferred for the population from the origin of the sample was taken (Sutopo & Slamet, 2017). By using the assumption test that is a test of normality and

homogeneity, by taking the results of the sig value decision on the processed data. As well as using a hypothesis test that is a T test provided that if the sig value $<$ probability of 0.005 then there is an influence of a free variable (X) on a bound variable (Y) or an accepted hypothesis. If the sig value $>$ probability of 0.005 then there is an influence of a free variable (X) on a bound variable (Y) or a hypothesis is rejected.

Research instruments using questionnaires. Questionnaire is a data collection tool that can be done by disseminating a series of questions and written statements to the source of the research sample members (Riany, Fajar, & Lukman, 2016; Maryuliana, Subroto & Haviana, 2016). Questionnaires used in the form of questionnaires response of learners and characters of peace-loving. With a valid question count of 16 questions. As for reliability is calculated using *the formula cronbach alpha*. After the instrument was tested and analyzed reliability, obtained a coefficient of response questionnaire reliability of 0.680 and for peace-loving characters of 0.610 so that it can be concluded that the instrument is reliable. The form of questionnaire used is a closed questionnaire that is on each question or statement has been provided a number of answers options for respondents to choose by using the category of likert rating scale five. Likert scale with the type of scale strongly agree (SS), agree (S), not sure (N), disagree (TS), and strongly disagree (STS). On each positive question in the instrument that has a value: SS = 5, S = 4, N = 3, TS = 2, and STS = 1. The score is reversed for the value on the negative question item.

The grid of the two polls is as follows.

Table 1. Student Response Questionnaire Grid to Teaching Materials

Assessment Aspects	Statement	Number of Items
Material	The material is the same as the existing learning	4
Module contents	Structured module contents	3
Module view	Interesting module view	4
Module language	Easy to understand	5
	Provide clear information	4
Sum		16

Below is a grid of questionnaires for peaceful character students using electronic modules and print modules. The grid of the peace-loving character questionnaire is used as a guideline for the preparation of questions in the research questionnaire

Table 2. Grid Poll Peaceful Love Characters

Assessment Aspects	Statement	Number of Items
Protecting the environment	Doesn't damage things around	4
Mutual respect	Respect the opinions of others	4
Say hello to each other	Say hello to teachers and friends everywhere	4
Help each other	Helping a distressed friend	5
	Helping someone in need of help	4
Sum		17

Both of the above questionnaire grids are used as guidelines for the preparation of questions in the research questionnaire.

The population in this study is the total number of students of grade V SD Negeri 76/I sungai buluh. The sample used is all grade V students consisting of GradeS A and B which numbered 44 people. In the determination of samples used sampling techniques are total sampling techniques whose sampling techniques are taken from the large population (Sugiono, 2019). The reason researchers used total sampling was a

population of less than 100. The assessment of the peaceful character of learners in this study refers to the scoring guidelines (Supinah & Parmi, 2011). Where the criteria applied by researchers are consideration of the state of the school as well as students, the school is researched by researchers using printed and electronic teaching materials, which facilitates the data obtained by researchers in seeing the character of Love peace by applying electronic modules and print modules

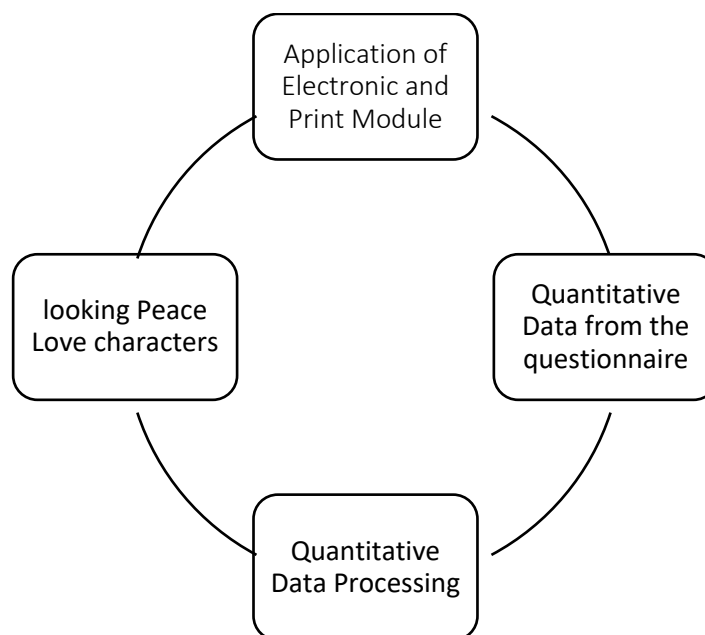


Figure 1. Data Collection Flowchart

The application of electronic modules based on local wisdom Ngubat Padi with the application of print modules in this class learning with the aim to see the character of Peace Love students. The two teaching materials are applied to two different classes with the data processed as shown below. Here is a descriptive statistics table for students' response to the application of print modules on The Love of Peace characters in class A.

3. Result and Discussion

The application of electronic modules based on local wisdom Ngubat Padi with the application of print modules in this class learning with the aim to see the character of Peace Love students. The two teaching

materials are applied to two different classes with the data processed as shown below. Here is a descriptive statistics table for students' response to the application of print modules on The Love of Peace characters in class A. briefly. The discussion part should contain the benefit of research result, not repeat result part. The research results could be supplemented with tables, figures, or graphs (separate writing terms) to clarify the discussion. Avoid presenting similar data in a separate table. The analysis should answer the gap stated. The qualitative data, e.g. interview results, is discussed in paragraphs. The references contained in the introduction should not be re-written in the discussion. A comparison to the previous studies should be presented.

Table 3. Student Response to The Application of Print Module on Indicators of Peace-Loving Character to Protect the Environment in Class A

Category									
Interval	Attitude	Gender		Total	Mean	Min	Max	Median	%
56 – 58	Very Not Good	1F	-	1					4,34
59 – 62	Bad	2F	1M	3					13,04
63 – 65	Enough	3F	1M	4	65,8	56	71	64,7	17,39
66 – 68	Good	4F	4M	8					34,78
69 – 71	Excellent	4F	3M	7					30,43
Total		14	9	23					100

The results of the print module implementation response questionnaire were 30.43% (7 out of 23 students) which fall into the excellent category, in the category of good results obtained 34.78% (8 out of 23 students), in the category of quite obtained results 17.39% (4 out of 23 students) in the category of not well obtained results 13.04% (3 out of 23 students) and in the category very badly obtained results 4.34% (1 person out of 23 students), therefore it can be seen that on the use of print modules to see the character of Peace Love with indicators of preserving the environment falls into the

category of good. Where this can be seen from the data of the number of students who have filled out a questionnaire containing some questions that have been processed by researchers and produced the data.

To achieve the learning objectives students work together to lend learning resources (textbooks) to other group members. As expected, researchers at the time of application of electronic modules based on local wisdom seen in the response of students in accordance with the results in the table below.

Table 4. Student Response to The Application of Electronic Modules Based on Local Wisdom on Indicators of Peaceful Love Character Forgive each other in Class B

Category									
Interval	Attitude	Gender		Total	Mean	Min	Max	Median	%
62 – 67	Very Not Good	1F	1M	2					
68 – 73	Bad	1F	1M	2					
74 – 79	Enough	1F	3M	2	86,5	62	91	83,32	
80 – 85	Good	3F	5M	6					
86 – 91	Excellent	4F		9					
Total		10	11	21					100

The application of electronic modules obtained the results of analysis conducted by researchers, namely there are 42.85% (9 out of 21 students) that fall into the category of excellent, in the category of good results obtained 28.57% (6 out of 21 students), in the category of quite obtained results 9.52% (2 out of 21 students), in the category of not well obtained results 9.52% (2 out of 21 students) and in the category of very bad

results obtained 9.52% (2 people from 21 students), therefore, it can be seen that the use of electronic modules to see the character of Peace Love with indicators of mutual forgiveness is included in the category is very good. This can be seen from the data of the number of students who have filled out a questionnaire containing some questions that have been processed by researchers and produced the desired data.

a. Normality and Homogeneity Response Test

Normality and homogeneity tests were conducted on both variables, namely the

application of print modules and electronic modules to see student responses. Obtained results according to the table below.

Table 5. Normality and Homogeneity Test

RESPONSE	Normality Test		Homogeneity Test	
	Print Module	Electronic Module	Print Module	Electronic Module
Statistics	0,256	0,179	0,424	0,271
Df	22	22	43	44
Sig	0,001	0,064	0,605	0,519

In table 5, the results of normality and homogeneity tests were conducted in VA and VB classes of SD Negeri 76/I Sungai Buluh on the application of print modules and electronic modules to see student responses. The normality test conducted in a study is to find out if the data on the population is normally distributed or vice versa (Rojihah, 2016). The normality test can be said to be normal if the sig>0.05 value. To test the normality of a data used statistical test Kolmogorov-Smirnov with a significance value of 0.05 with the hypothesis H0 = samples came from populations that have a normal distribution, H1 = samples are from populations that do not have a normal distribution. From the processed data, it appears that the application of electronic modules based on local wisdom has a sig value above 0.005 so that it can be said to be normal.

The homogeneity test in this study used Levene's Test from two independent samples (Aryani & Mansyur, 2017). With the following testing criteria: If the value of Levene's test or Sig> 0.05 then the variance is homogeneous, whereas if the value of Levene's test <0.05 then the variance is not homogeneous. From the table above it can be known that the homogeneity value is 0.605 in the print module and 0.519 in the electronic module, so that the data obtained

can be said to be homogeneous, because the sig value> 0.05.

b. Test-t Independent Sample Response

The independent sample t-test aims to test the research hypothesis (Amalihah, 2017). According to Putra & Syarif (2014) independent t-test aims to find out if there are significant differences between the two samples studied. Independent t-test is said to be significant if p <0.05. The following is the t-test table.

Table 6. t-Test

T	Sig (2-tailed)	Mean Difference
9,273	0,002	-18.70914
7,273	0,002	-18.70914

From table 8 seen after the t-test test there is a comparison of the application of print modules and electronic modules to see the character of Peace Love in class A and class B. It shows that in the application of the print module to see the indicators of the character of Peace With the application of electronic modules to see the indicators of the character of Peace Love has a significant comparison, with comparative studies can be continued.

c. Test the Normality and Homogeneity of peace-loving characters

Normality and homogeneity tests are conducted on both variables, namely the

application of print modules and electronic modules to see indicators of The Love of Peace character. Obtained results according to the table below.

Table 7. Normality and Homogeneity Test

Peace-Loving Characters	Normality Test		Homogeneity Test	
	Print Module	Electronic Module	Print Module	Electronic Module
Statistics	0,274	0,159	0,434	0,272
Df	22	22	42	44
Sig	0,002	0,074	0,615	0,519

In the table obtained the results of normality and homogeneity tests conducted in class V SD Negeri 76 /I Sungai Buluh on the application of print modules and electronic modules to see indicators of the character of Peaceful Love. The normality test conducted in a study is to find out if the data on the population is normally distributed or vice versa (Rojihah, 2016). The normality test can be said to be normal if the sig>0.05 value. To test the normality of a data used statistical test Kolmogorov-Smirnov with a significance value of 0.05 with the hypothesis H0 = samples came from populations that have a normal distribution, H1 = samples are from populations that do not have a normal distribution. From the processed data, it appears that the application of electronic modules based on local wisdom has a sig value above 0.005 so that it can be said to be normal.

The homogeneity test in this study used Levene's Test from two independent samples (Aryani & Mansyur, 2017). With the following testing criteria: If the value of Levene's test or Sig> 0.05 then the variance is homogeneous, whereas if the value of Levene's test <0.05 then the variance is not homogeneous. From the table above it can be known that the homogeneity value is 0.615 in the print module and 0.519 in the electronic module, so that the data obtained

can be said to be homogeneous, because the sig value > 0.05.

d. Test-t Independent Sample of Peace-loving Characters

The independent sample t-test aims to test the research hypothesis (Amalihah, 2017). According to Putra & Syarif (2014) independent t-test aims to find out if there are significant differences between the two samples studied. Independent t-test is said to be significant if $p < 0.05$. The following is the t-test table.

Table 8. t-Test

T	Sig (2-tailed)	Mean Difference
9,273	0,002	-19.61912
8,273	0,002	-19.81912

From table 8 seen after the t-test test there is a comparison of the application of print modules and electronic modules to see the character of Peace Love in class A and class B. This shows that in the application of the print module to see the indicators of the character of Peace with the application of electronic modules to see the indicators of the character of Peace Love has a significant comparison.

The application of teaching materials or electronic-based modules or print modules in the class VA & VB SD Negeri 76 / I Sungai Buluh in getting results that is when

the application of print and electronic modules can be seen the response of students well. This is because learning using print modules is not varied and more boring. While the application of electronic modules students are more excited in following the learning. The application of the print module can be seen the character of Peaceful Love formed it has less impact compared to the time of application of electronic modules.

Data analysis results of assumption tests and hypothesis tests on responses show the resulting data is homogeneous and normal judging by the data that shows significant value. The homogeneity test in this study used Levene's Test from two independent samples (Aryani & Mansyur, 2017). With the following testing criteria: If the value of Levene's test or $Sig > 0.05$ then the variance is homogeneous, whereas if the value of Levene's test < 0.05 then the variance is not homogeneous. From the table above it can be known that the homogeneity value is 0.615 in the print module and 0.519 in the electronic module, so that the data obtained can be said to be homogeneous, because the sig value > 0.05 . Normality test and homogeneity test become very important to be fulfilled because at the initial assumption of a linear regression equation it is said to be good if the regression error is normal and homogeneous (Sukestiyarno & Agoestanto, 2017). While the hypothesis test is seen from the table of t-tests conducted to see the proposed hypothesis is acceptable or not. In the analysis of t-tests that have been done the proposed hypothesis is well accepted can be seen in the existing table that the sig value is less than 0.05.

Data analysis results of assumption tests and hypothesis tests on peace-loving characters show the resulting data is homogeneous and normal judging by data that shows significant value. The

homogeneity test in this study used Levene's Test from two independent samples (Aryani & Mansyur, 2017). With the following testing criteria: If the value of Levene's test or $Sig > 0.05$ then the variance is homogeneous, whereas if the value of Levene's test < 0.05 then the variance is not homogeneous. From the table above it can be known that the homogeneity value is 0.615 in the print module and 0.519 in the electronic module, so that the data obtained can be said to be homogeneous, because the sig value > 0.05 . Normality test and homogeneity test become very important to be fulfilled because at the initial assumption of a linear regression equation it is said to be good if the regression error is normal and homogeneous (Sukestiyarno & Agoestanto, 2017). While the hypothesis test is seen from the table of t-tests conducted to see the proposed hypothesis is acceptable or not. In the analysis of t-tests that have been done the proposed hypothesis is well accepted can be seen in the existing table that the sig value is less than 0.05.

In accordance with previous research conducted by Marlia, Saripudin & Kas-mansyah (2021) which applied an electronic-based module to see the peace-loving character of students. The research conducted assesses that the application of electronic modules is considered more practical and efficient if you have to use learning books or themes. The use of electronic modules is very effective in increasing students' learning motivation, besides that it is also effective for improving student learning outcomes, as well as critical thinking skills (Nurhidayati, Putro & Widiyaningtyas, 2018). Therefore, the application of the electronic module is considered better than the printed module because in addition to being practical, effective, and increasing student learning motivation, the electronic module can also improve

learning outcomes much better than using the print module because it can increase students' critical thinking level.

The implication of the Comparison of Indicators research on protecting the environment and forgiving each other on the character of Peaceful Love to the learning response is that it can be a teaching material in learning for fifth grade students in Theme 8 and Sub-theme 1 of learning 3 in finding out the diversity of local wisdom in the local province, Jambi Province, to be precise. In addition, it becomes a teaching material that suits the needs of students and can be used as a source of independent learning. The limitations of this study are that this electronic module is limited to basic competencies for class V, theme 8, sub-theme 3, learning 3, which is based on the local wisdom of Ngubat Padi. The recommendation of this research is the application of an electronic module based on Ngubat Padi local wisdom can be applied to the character of caring for the environment, caring for the social, and being disciplined.

The novelty of this research is on the variables studied, namely indicators of the character of Peaceful Love. This indicator is seen after the application of the electronic module and the printed module in different classes in this study to see a comparison of the application of the electronic module with the print module with the indicator of the character of Peace Love. While in previous studies, many have examined the relationship with peace-loving characters not on character indicators.

4. Conclusion

Based on the results that have been described, it was found that from the two teaching materials that were applied, namely the printed module and the electronic module, it was possible to see indicators of the Peaceful Love character. In the study the dominant

results were very good to see the indicators of the Peaceful Love character with the application of the electronic module, while for the application of the print module to the good category, from this it can be seen that there are differences between the two teaching materials that are applied to see the indicators of the Peaceful Love character, this is reinforced by the results the t test that has been carried out, where the sig obtained is smaller than 0.05 then there is a difference between the two.

The second result that has been described, it was found that of the two teaching materials that were applied, namely the printed module and the electronic module to see student responses. In this study, the dominant results were good for seeing student responses with the application of the electronic module, while for the application of the print module in the good category, it can be seen that there are differences between the two teaching materials used to see student responses, this is reinforced by the results of the t test that has been carried out, where the obtained sig is smaller than 0.05 then there is a difference between the two.

Suggestions from researchers are that teachers and schools improve in instilling character in students with peace-loving characters, students can help students have strong characters to make learning outcomes and students' self and attitudes more maximal and meaningful. Especially in the application of print modules and electronic modules based on local wisdom.

5. References

- Abdullah, M. R. (2015). Metode penelitian kuantitatif.
- Abdurahimovna, U. F. (2020). Advantages of using electronic learning resources in the educational process. *European Journal of Research and Reflection in Educational Sciences Vol, 8(8)*.

- Afriandi, M. R., Elmunsyah, H., & Putranto, H. (2020). Pengembangan Bahan Ajar Cetak Mata Pelajaran Instalasi Motor Listrik Bermuatan Peta Konsep Untuk Menumbuhkan Pemahaman Konsep Belajar Pada Siswa SMK Kelas XI Jurusan TITL. *Jurnal Pendidikan Teknik Elektro Undiksha*, 9(2), 64-71.
- Afriandi, M. R., Elmunsyah, H., & Putranto, H. (2020). Pengembangan Bahan Ajar Cetak Mata Pelajaran Instalasi Motor Listrik Bermuatan Peta Konsep Untuk Menumbuhkan Pemahaman Konsep Belajar Pada Siswa SMK Kelas XI Jurusan TITL. *Jurnal Pendidikan Teknik Elektro Undiksha*, 9(2), 64-71.
- Agoestanto, A., & Sukestiyarno, Y. L. (2017, March). Analysis of mathematics critical thinking students in junior high school based on cognitive style. In *Journal of Physics: Conference Series* (Vol. 824, No. 1, p. 012052). IOP Publishing.
- Ambarita, J. (2021). Workshop Pembuatan E-Book Sebagai Bahan Ajar Elektronik Interaktif untuk Guru Indonesia Secara Online di Tengah Covid 19. *Community Engagement and Emergence Journal (CEEJ)*, 2(1), 44-57.
- Amelia, D. J. (2018). Pengembangan Bahan Ajar Cetak dalam Bentuk Komik untuk Siswa Kelas III Sekolah Dasar. *Jurnal Pemikiran dan Pengembangan Sekolah Dasar (JP2SD)*, 6(2), 136-143.
- Aryani, W., & Mansur (2017). Penggunaan Alat Peraga Mistar Hitung Terhadap Hasil Belajar Siswa Pokok Bahasan Penjumlahan Dan Pengurangan Bilangan Bu lat. Utama: Jurnal Keilmuan dan Kependidikan Dasar, 9(1), 55-78.
- Asrial, A., Syahrial, S., Kurniawan, D. A., & Zulkhi, M. D. (2021b). Traditional Games on Character Building: Integrating Hide and Seek on Learning. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2651-2666.
<https://doi.org/10.35445/alishlah.v13i3.81>
- Asrial, A., Syahrial, S., Kurniawan, D. A., & Zulkhi, M. D. (2021a). The Relationship Between the Application of E-Modules Based on Mangrove Forest Ecotourism on The Peace-Loving Character of Students. *Journal of Education Technology*, 5(3), 331.
<https://doi.org/10.23887/jet.v5i3.34043>
- Aryani, W., & Mansur (2017). Penggunaan Alat Peraga Mistar Hitung Terhadap Hasil Belajar Siswa Pokok Bahasan Penjumlahan dan Pengurangan Bilangan Bu lat. Utama: Jurnal Keilmuan dan Kependidikan Dasar, 9(1), 55-78.
- Aulia, N., & Wuryandani, W. (2019). Multi-cultural strip comic as a learning media to improve the caring character in primary school. *Journal of Education and Learning (EduLearn)*, 13(4), 527-533.
- Basyuni, M., Rouf, R. A., Saragih, M., Asbi, A. M., & Yuriswan, W. (2016, November). Local wisdom and mitigation action to maintain secondary mangrove forest: a case study of Jaring Halus village in Langkat, North Sumatra, Indonesia. In *1st International Conference on Social and Political Development (ICOSOP 2016)* (pp. 551-555). Atlantis Press.
- Brata, I. B. (2016). Kearifan budaya lokal perekat identitas bangsa. *Jurnal Bakti Saraswati (JBS)*, 5(1).
- Chaer, M. T. (2017). Islam dan Pendidikan Cinta Damai. *Istawa: Jurnal Pendidikan Islam*, 2(1), 73-94.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Deane, A. (2020). Self-Motivation And Staff Learning. *Journal of Character Education: Vol. 16# 2*, 16(2), 49.
- Dikshit, J., Garg, S., & Panda, S. (2013). Pedagogic Effectiveness of Print, Interactive Multimedia, and Online Resources: A Case Study of IGNOU. *International Journal of Instruction*, 6(2), 193-210.
- Dyrvold, A., & Bergvall, I. (2018). Multimodal resources in school mathematics and their potential to express meaning in digital and printed teaching materi-

- als. In *ECER*, 4-7 September, 2018, Bolzano, Italy.
- Eliza, D. (2017). Pengembangan Model Pembelajaran Karakter Berbasis Cerita Tradisional Minangkabau Untuk Anak Usia Dini. *Pedagogi: Jurnal Anak Usia Dini dan Pendidikan Anak Usia Dini*, 3(3b).
- Fajarini, U. (2014). Peranan kearifan lokal dalam pendidikan karakter. *SOSIO-DIDAKTIKA: Social Science Education Journal*, 1(2), 123-130.
- Guetta, S. (2013). From peace education to culture of peace: context and issues. *Studi sulla Formazione/Open Journal of Education*, 16(1), 167-179.
- Gularso, D., Sugito, S., & Zamroni, Z. (2019). Kawruh pamomong: children education based on local wisdom in Yogyakarta. *Jurnal Cakrawala Pendidikan*, 38(2), 343-355.
- Hafsah, N. R., Rohendi, D., & Purnawan, P. (2016). Penerapan media pembelajaran modul elektronik untuk meningkatkan hasil belajar siswa pada mata pelajaran teknologi mekanik. *Journal of Mechanical Engineering Education*, 3(1), 106-112.
- Hamid, M. O., & Jahan, I. (2015). Language, identity, and social divides: Medium of instruction debates in Bangladeshi print media. *Comparative Education Review*, 59(1), 75-101.
- Handayani, I. D. A. T., Karyasa, D. R. N. I. W., & Suardana, D. I. N. (2015). Komparasi peningkatan pemahaman konsep dan sikap ilmiah siswa SMA yang dibelajarkan dengan Model Pembelajaran Problem Based Learning dan Project Based Learning. *Jurnal Pendidikan dan Pembelajaran IPA Indonesia*, 5(1).
- Harris, I. M., & Morrison, M. L. (2012). *Peace education*. McFarland.
- Hermita, N., Putra, Z., Alim, J., Wijaya, T., Anggoro, S., & Diniya, D. (2022). Elementary Teachers' Perceptions on Genially Learning Media Using Item Response Theory (IRT). *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 4(1), 1-20. doi:<https://doi.org/10.23917/ijolae.v4i1.14757>
- Hilda, L. (2016). Revitalisasi Kearifan Lokal Dalihan Na Tolu Masyarakat Muslim Mandailing Dalam Menjaga Harmonisasi Lingkungan Hidup. *MIQOT: Jurnal Ilmu-ilmu Keislaman*, 40(1).
- Jazuli, M., Azizah, L. F., & Meita, N. M. (2017). Pengembangan Bahan ajar elektronik berbasis android sebagai media interaktif. *LENSA (Lentera Sains): Jurnal Pendidikan IPA*, 7(2), 47-65.
- Karliani, E., & Triyani, T. (2021). Strengthening student's peace-loving attitudes through huma betang value-based general education curriculum. *Journal of Human Behavior in the Social Environment*, 31(5), 539-550.
- Kester, K. (2013). Peace education: an impact assessment of a case study of UNESCO-APCEIU and the university for peace. *Journal of Peace Education*, 10(2), 157-171.
- Larasati, I. A., Purwaningsih, E., & Buwono, S. (2016). Analisis Komparasi Minat Berwirausaha Mahasiswa Prodi Pendidikan Ekonomi Antara Kelas Pagi Dan Kelas Sore. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 5(10).
- Leira, H. (2013). 'Our entire people are natural born friends of peace': The Norwegian foreign policy of peace. *Swiss Political Science Review*, 19(3), 338-356.
- Lioufas, P. A., Quayle, M. R., Leong, J. C., & McMenamin, P. G. (2016). 3D printed models of cleft palate pathology for surgical education. *Plastic and Reconstructive Surgery Global Open*, 4(9).
- Machin, A. (2014). Implementasi pendekatan saintifik, penanaman karakter dan konservasi pada pembelajaran materi pertumbuhan. *Jurnal Pendidikan IPA Indonesia*, 3(1).
- Marhayani, D. (2016). Development of character education based on local wisdom in indogenous people Tengahan Sedangagung. *Journal of Education, Teaching and Learning*, 1(2), 66-70.

- Marlia, R., Saripudin, A., & Kasmansyah, K. (2021). *Pengembangan Modul Elektronik (E-Modul) Berbasis 3d Pageflip Professional Dalam Pembelajaran Keterampilan Menulis Puisi Siswa Kelas X MAN 1 Prabumulih* (Doctoral dissertation, Sriwijaya University)
- Mockler, N. (2013). Reporting the 'education revolution': MySchool. edu. au in the print media. *Discourse: Studies in the cultural politics of education*, 34(1), 1-16.
- Noviyanita, W. (2019). Pengembangan Bahan Ajar Elektronik Berbasis Flipbook Maker pada Materi Program Linear Kelas X SMK. *Delta: Jurnal Ilmiah Pendidikan Matematika*, 6(2), 41-49.
- Nugrahani, F. (2017). The development of film-based literary materials which support character leiraeducation. *Jurnal Cakrawala Pendidikan*, 36(3).
- Nurhidayati, A., Putro, S. C., & Widiyaningtyas, T. (2018). Penerapan model PBL berbantuan e-modul berbasis flipbook dibandingkan berbantuan bahan ajar cetak pengaruhnya terhadap hasil belajar pemrograman siswa SMK. *Teknologi dan Kejuruan: Jurnal Teknologi, Kejuruan, dan Pengajarannya*, 41(2), 130-138.
- Parmar, R. M. (2014). Role of Teacher for Peace Education. *The International Journal of Indian Psychology*, 2(2), 1-8.
- Pramita, M., Sukmawati, R., Purba, H., Wiranda, N., Kusnendar, J., & Sajat, M. (2021). Student Acceptance of E-learning to Improve Learning Independence in the Department of Computer Education. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 4(1), 34-44. doi:<https://doi.org/10.23917/ijolae.v4i1.9265>
- Prsetyo, B., & Jannah, L. M. (2019). Metode penelitian kuantitatif.
- Puspitasari, A. D. (2019). Penerapan Media Pembelajaran Fisika Menggunakan Modul Cetak dan Modul Elektronik pada Siswa SMA. *Jurnal Pendidikan Fisika*, 7(1), 17-25.
- Riany, J., Fajar, M., & Lukman, M. P. (2016). Penerapan deep sentiment analysis pada angket penilaian terbuka menggunakan K-Nearest Neighbor. *SISFO Vol 6 No 1*, 6.
- Satriawan, M., & Rosmiati, R. (2017). Pengembangan bahan ajar fisika berbasis kontekstual dengan mengintegrasikan kearifan lokal untuk meningkatkan pemahaman konsep fisika pada mahasiswa. *JPPS (Jurnal Penelitian Pendidikan Sains)*, 6(1), 1212-1217.
- Selasih, N. N., & Sudarsana, I. K. (2018). Education Based on Ethnopedagogy in Maintaining and Conserving the Local Wisdom: A Literature Study. *Jurnal Ilmiah Peuradeun*, 6(2), 293-306.
- Seso, M. A., Laksana, D. N. L., & Dua, K. (2019). Pengembangan Bahan Ajar Elektronik Bermuatan Multimedia Untuk Siswa Sekolah Dasar Kelas Iv Di Kabupaten Ngada. *Journal of Education Technology*, 2(4), 177-185.
- Shufa, N. K. F. (2018). Pembelajaran Berbasis Kearifan Lokal Di Sekolah Dasar: Sebuah Kerangka Konseptual. *INO-PENDAS: Jurnal Ilmiah Kependidikan*, 1(1).
- Siang, J. L., & Ibrahim, N. (2017). Pengembangan Paket Modul Cetak Mata Pelajaran Pendidikan Agama Kristen SMP Negeri Tidore Kepulauan. *JTP-Jurnal Teknologi Pendidikan*, 19(3), 191-205.
- Subali, B., Sopyan, A., & Ellianawati, E. (2015). Developing local wisdom based science learning design to establish positive character in elementary school. *Jurnal Pendidikan Fisika Indonesia*, 11(1), 1-7.
- Sugiono. 2019. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung : Alfabeta.
- Sukestiyarno, Y. L., & Agoestanto, A. (2017). Batasan Prasyarat Uji Normalitas Dan Uji Homogenitas Pada Model Regresi Linear. *Unnes Journal of Mathematics*, 6(2), 168-177.

- Sumardjoko, B., & Musyiam, M. (2018). Model of civic education learning based on the local wisdom for revitalizing values of Pancasila. *Jurnal Cakrawala Pendidikan*, 37(2).
- Supinah & Parmi, I. T. (2011). Pengembangan Pendidikan Budaya dan Karakter Bangsa melalui Pembelajaran Matematika di SD. *Badan Pengembangan Sumber daya Manusia Pendidikan dan Penjaminan Mutu Pendidikan. Kementerian Pendidikan Nasional*.
- Suryono, H. (2021, February). Legal Politics Learning Process in Implementing Characters in The Course of Pancasila in Higher Education in the Pandemic Era Covid 19. In *1st International Conference on Character Education (ICCE 2020)* (pp. 111-117). Atlantis Press.
- Sutopo, E. Y., & Slamet, A. (2017). *Statistik Inferensial*. Penerbit Andi.
- Suwatra, W., & Suyatna, A. (2015, October). Bahan Ajar Elektronik Global Warming Berbasis Inkuiri dengan Pendekatan Keterampilan Berfikir Kritis. In *Prosiding Seminar Nasional Fisika (E-Journal)* (Vol. 4, pp. SNF2015-II).
- Suwatra, W., Suyatna, A., & Rosidin, U. (2018). Development of Interactive E-Module for Global Warming to Grow of Critical Thinking Skills. *International Journal of Advanced Engineering, Management and Science*, 4(7), 264307.
- Syarif, H., & Putra, A. (2014). Pengaruh Progressive Muscle Relaxation Terhadap Penurunan Kecemasan Pada Pasien Kanker Yang Menjalani Kemoterapi; A Randomized Clinical Trial. *Idea Nursing Journal*, 5(3), 1-8.
- Syukri, I. I. F., Rizal, S. S., & Al Hamdani, M. D. (2019). Pengaruh Kegiatan Keagamaan Terhadap Kualitas Pendidikan. *Jurnal Penelitian Pendidikan Islam, [SL]*, 7(1), 17-34.
- Syukri, I. I. F., Rizal, S. S., & Al Hamdani, M. D. (2019). Pengaruh Kegiatan Keagamaan Terhadap Kualitas Pendidikan. *Jurnal Penelitian Pendidikan Islam, [SL]*, 7(1), 17-34.
- Tarfaoui, M., Nachtane, M., Goda, I., Qureshi, Y., & Benyahia, H. (2020). 3D printing to support the shortage in personal protective equipment caused by COVID-19 pandemic. *Materials*, 13(15), 3339.
- Thambu, N., Prayitno, H. J., & Zakaria, G. A. N. (2021). Incorporating Active Learning into Moral Education to Develop Multiple Intelligences: A Qualitative Approach. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 3(1), 17-29. <https://doi.org/10.23917/ijolae.v3i1.10064>
- Thamrin, H. (2014). Revitalisasi Kearifan Lokal Melayu dalam Menjaga Harmonisasi Lingkungan Hidup. *TOLERANSI: Media Ilmiah Komunikasi Umat Beragama*, 6(1), 90-106.
- Ufie, A. (2014). Mengintegrasikan Nilai-Nilai Multikulturalisme Berbasis Kearifan Lokal Sebagai Sumber Pembelajaran Sejarah. *Jurnal Criksetra*, 3(2), 47-61.
- Wibowo, H. A., Wasino, W., & Setyowati, D. L. (2012). Kearifan lokal dalam menjaga lingkungan hidup (Studi kasus masyarakat di Desa Colo Kecamatan Dawe Kabupaten Kudus). *Journal of Educational Social Studies*, 1(1).
- Widodo, S. A., Prahmana, R. C. I., & Purnami, A. S. (2017, December). Teaching materials of algebraic equation. In *Journal of Physics: Conference Series* (Vol. 943, No. 1, p. 012017). IOP Publishing.
- Wuryandani, W., Maftuh, B., & Budimansyah, D. (2014). Pendidikan Karakter Disiplin di Sekolah Dasar. *Jurnal Cakrawala Pendidikan*, 33(2).
- Zulkhi, M. D., Wardani, R., Oktafia, S. R., Anggraini, W., Kuntarto, E., & Noviyanti, S. (2018). Pemerolehan Bahasa Anak di Sekolah Dasar. *Repository Unja*.